

January 2000

English 33

Part A: Written Response

Grade 12 Diploma Examination

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January 2000

English 33

Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

Value 25% of total examination mark

- **Section II:**
Functional Writing

Value 15% of total examination mark

- **Section III:**
Response to Visual Communication

Value 10% of total examination mark

Time: This examination was developed to be completed in 2 $\frac{1}{2}$ hours; however, you may take an additional $\frac{1}{2}$ hour to complete the examination.

Budget your time carefully.

Instructions

- You may use the following print or electronic references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.

SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested Time: 75 minutes)

Read the following excerpt and complete the assignment.

from LITTLE BIG MAN

The narrator is Jack Crabb, or Little Big Man, a 111-year-old white survivor of Custer's Last Stand who was adopted by a Cheyenne tribe of American Plains Indians when he was 10 years old.

In this excerpt, he recounts an experience he had when he was a young man. Sunshine is the narrator's Cheyenne wife.

... a great calm had descended upon me. I still wasn't sleepy, but no bitterness nor unresolved problems kept me awake. I put on my breechclout and leggings . . . wrapped a blanket around me, and went outdoors.

It hurt some to breathe deep, so cold and merciless clean was the air. A dog yapped a mile away, in Younger Bear's village: you could hear it perfect. The moon had set by now and all was dead black, for the dawn would soon rise. . . . There could be no doubt that I had once and for all turned 100 per cent Cheyenne insofar as that was possible . . . all seemed right to me at that moment. It was one of the few times I felt: this is the way things are and should be. I had medicine¹ then, that's the only word for it. *I knew where the center of the world was.* A remarkable feeling, in which time turns in a circle, and he who stands at the core has power over everything that takes the form of line and angle and square. . . .

It was a grand moment, and into it, out of the night, stepped Sunshine. I smelled rather than seen her, for the blackness was absolute.

"You cannot sleep?" I asked, believing she had come from the tepee.

"I was in the woods," she said, and took my arms and put between them a tiny parcel in a blanket. It felt like a warm coal, but was a newborn child. . . . "Another son for you," she said. "He will be a great speaker. Did you not hear his powerful cry?" . . . "I hope our enemies are far away," she said, "for when he came to life he had great lungs."

Well, this was no break in my medicine feeling but rather a richening of it. I held the little fellow to me and Sunshine leaned her head upon my shoulder, and then this thing happened. A burning golden ball appeared on the dark horizon, and as it slowly climb² into the sky, it changed through marvelous colors, vermillion to yellow to emerald green,

Continued

¹medicine—power, confidence, wisdom

²climb—climbed, Jack Crabb occasionally uses frontier dialect

turquoise to intense blue, then into purple and indigo and bright again, like a moving peephole through the roof of the world onto the great rainbow outside down which the chiefs ride in ceremonial array in the Other Life. Finally, when it got well up, there was a moment of mother-of-pearl³ and then the colors burned off into full radiant white.

“That is his name,” said Sunshine. “Morning Star.”

Thomas Berger
Contemporary American writer

³mother-of-pearl—pearly multi-hued sheen

THE ASSIGNMENT

In this excerpt from *Little Big Man*, the narrator tells of a time when he had “medicine”—a time when everything “seemed right.” This feeling of being centred, of being “at the core” of things, of knowing what is important to him and where he belongs, heightens the narrator’s awareness and makes him feel powerful and alive.

What is your opinion of the narrator’s belief that knowing what is right for you and where you belong gives you strength and power?

In your writing you should

- consider the narrator’s thoughts and feelings
- use your own observations and/or experiences to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 6, 8, and 10.

If you are using a word processor, staple your Section I finished work here.
You may make corrections directly on your printed page(s).

Section I: Personal Response to Literature

Written Work

There is additional space for revised work on pages 7, 9, and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 8 and 10.

Section I: Personal Response to Literature

Written Work

There is additional space for revised work on pages 9 and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on page 10.

Section I: Personal Response to Literature

Written Work

There is additional space for revised work on page 11.

Section I: Personal Response to Literature

Planning

Section I: Personal Response to Literature

Written Work

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

On January 25, 2000, trustees of the Nalwen School Board will vote on a proposed policy to have students do the cleaning of Nalwen High School. (See the proposed Student Custodian Policy on page 14.)

The Nalwen High School Students' Council, of which you are the Grade 12 representative, has unanimously decided to oppose the proposed policy. Because you have gained a reputation as an excellent speechwriter, the students' council has asked you to write the speech that will be presented by the Students' Council President at the Nalwen School Board meeting on behalf of all students. **You must persuade the Nalwen School Board to vote against the proposed Student Custodian Policy.**

You have obtained a copy of the proposed student Custodian Policy and have collected other information to help you prepare the speech (see pages 14 and 15). You have also received a number of suggestions from fellow students that will help you to decide what to include in the speech.

THE ASSIGNMENT

Write the speech that will be presented to the Nalwen School Board on January 25 to persuade trustees to vote against the Student Custodian Policy.

In preparing your proposal, BE SURE to

- consider your purpose and audience
- study the information on pages 14 and 15 and use it to help you to write a persuasive speech
- use an appropriate tone

Remember that this is a speech, not a letter. Do not put your name anywhere on the speech that you write.

Continued

SECTION II: Functional Writing

Clipping from *The Nalwen News*, January 17, 2000

Nalwen High School Students Get Set to Clean Up

Nalwen, Alberta: It's not the number of scholarships earned and the scores on provincial exams that have students, staff, parents, and other Nalwen residents talking these days. After returning this week from a business trip to the Pacific Rim, trustees Neil S. Clark and Leon "Tex" Smith have tendered a proposal that has whipped up controversy. These trustees believe that having high school students perform two hours per week of janitorial work at school will give them an opportunity to demonstrate commitment and good citizenship. "Schools in Asia have always been cleaned by students, and we have data to prove that the academic results of these students are top notch," explains Trustee Clark. "A tour of several schools convinced us that involvement of this type gives students a sense of pride. And we saw no evidence of vandalism or unsightly graffiti," adds Trustee Smith. The two trustees also think that their proposal will free up some of the school's budget for more computers and books.

Reaction from Nalwen's residents has been varied. Old-timer Ray Malick thinks this "would be a good move. When I went to school, we had to stoke the stove and carry water for drinking. Young people should be more responsible."

Fred Jones, father of two high school students, is appalled. "It's bad enough that students are not paid for Work Experience. Cleaning the school is a form of slave labour and cannot be tolerated," he says. In a similar vein, Mr. Stan Dun, head of the local custodians' union, has indicated that his members will vigorously oppose any policy that reduces the number of jobs available to them.

Staff are concerned about supervision. According to Foods teacher Rita Deer, "What is clean to one person may be unsanitary to another. Who will set the standard? Who will monitor the work?" English teacher Neal R. Shandra wonders, "Do executives and bureaucrats in Japan clean their own offices? Do school board trustees clean their own committee rooms?"

The school board meeting set for January 25 promises to be a messy one.



Proposed Student Custodian Policy for Nalwen High School

Prepared by trustees Clark and Smith

In order to reduce vandalism and foster student responsibility, we propose the following Student Custodian Policy for Nalwen High School:

- That each student be responsible for two hours of cleaning duties per week
- That time to perform cleaning duties be scheduled before and after classes
- That cleaning duties include
 - sweeping and mopping hallway floors
 - washing hallway walls
 - cleaning washroom floors, walls, sinks, and toilets
 - cleaning lunchroom walls, floors, and tables
 - cleaning classroom walls, floors, desks, blackboards, and shelves
 - picking up paper and other garbage from the school grounds
- That each student deposit a "bond" of \$200 prior to the start of each semester, and that this "bond" be forfeit if the student does not fulfill the duties specified in the policy

Survey of Opinion Regarding the Proposed Student Custodian Policy

Prepared by The Nalwen High School Students' Council

	Number Who Oppose	Number Who Agree
Students		
Females	267	18
Males	309	10
Teachers		
Females	13	7
Males	11	6
Parents		
Mothers	130	142
Fathers	127	130

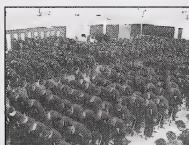
Continued

SECTION II: Functional Writing



From Trustee Clark's report to the Nalwen School Board

Although succeeding in examinations is highly stressed in the Japanese school system, an even stronger emphasis is placed on preparing students to live and work within a group-oriented society. The cultural context results in a great emphasis on conformity. In what is considered "relationship training," students learn how to address *kohai* (superiors), exchange proper greetings, bow, and sit through long and formal ceremonies. For major school events, such as sports days and choral festivals, students rehearse as late as 6:00 P.M. in order to ensure a visually pleasant and seamless event. This, combined with half-day classes twice each month on Saturdays, sports and ceremonial events on weekends, as well as special lessons or classes at *juku* (cram schools), means that Japanese students spend a significant portion of their time in school.



Teachers in Japan are highly respected members of the community. Busy parents, particularly fathers who are often at work until 10:00 P.M., entrust the public school system with teaching their children the values of discipline, hard work, and respect. Students see teachers clean their school along side them, put in long hours after school for rehearsals, and help prepare them for entrance examinations into schools and universities. Thus, the school environment makes children heavily dependent on teachers, who are important models of cultural values.

Planning

There is additional space for planning on pages 18 and 20.

If you are using a word processor, staple your Section II finished work here.
You may make corrections directly on your printed page(s).

Section II: Functional Writing

Written Work

Mr. Chairman, Trustees

There is additional space for revised work on pages 19 and 21.

Section II: Functional Writing

Planning

There is additional space for planning on page 20.

Section II: Functional Writing

Written Work

There is additional space for revised work on page 21.

Section II: Functional Writing

Planning

Section II: Functional Writing

Written Work

SECTION III: RESPONSE TO VISUAL COMMUNICATION



SECTION III: RESPONSE TO VISUAL COMMUNICATION

(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you?

Reminders for Writing

- consider the details in the photograph
- identify a main idea communicated by the photograph

Explain your idea by referring to the photograph. You may also refer to the photographer's choices to support your idea.

INITIAL PLANNING

Space is provided here for your initial planning. **Write your finished work on pages 25 and 27, or attach word-processed work to page 25.**

Idea communicated:

Support:

There is additional space for planning on pages 24 and 26.

Section III: Response to Visual Communication

Planning

There is additional space for planning on page 26.

If you are using a word processor, staple your Section III finished work here.
You may make corrections directly on your printed page(s).

Section III: Response to Visual Communication

Written Work

There is additional space for revised work on page 27.

Section III: Response to Visual Communication

Planning

Section III: Response to Visual Communication

Written Work

Credits

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English 33: Part A

January 2000

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